

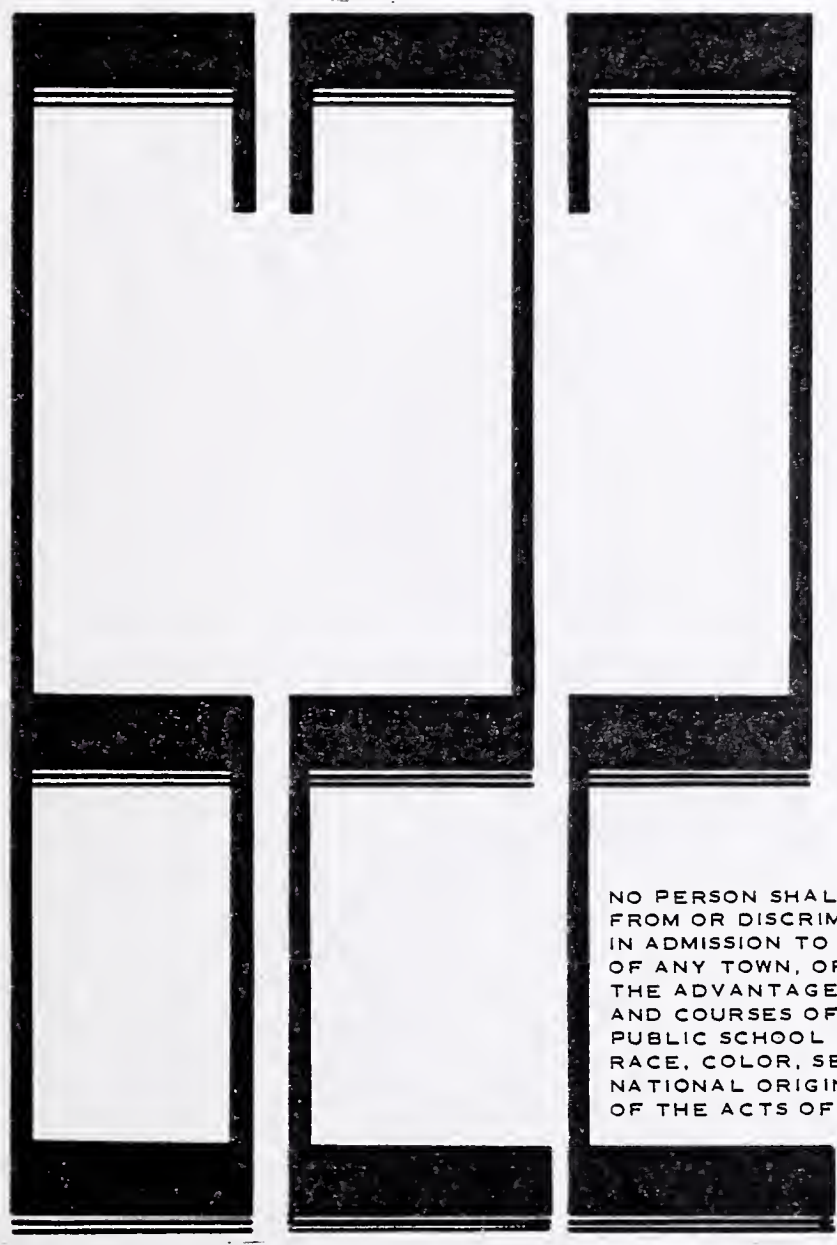
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# self~assessment for chapter



NO PERSON SHALL BE EXCLUDED FROM OR DISCRIMINATED AGAINST IN ADMISSION TO A PUBLIC SCHOOL OF ANY TOWN, OR IN OBTAINING THE ADVANTAGES, PRIVILEGES AND COURSES OF STUDY OF SUCH PUBLIC SCHOOL ON ACCOUNT OF RACE, COLOR, SEX, RELIGION, OR NATIONAL ORIGIN. (CHAPTER 622 OF THE ACTS OF 1971)

# implementation

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of Education insures equal employment,  
ative action regardless of race,  
or sex, in compliance with

Alfred C. Holland, *State Purchasing Agent.*

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## INTRODUCTION

The Chapter 622 Regulations require that the public schools of Massachusetts make an annual evaluation of all aspects of their K-12 programs to ensure that all students, regardless of race, color, sex, religion, or national origin, are given an opportunity to participate in all programs offered by the schools. The completion of this evaluation is a primary responsibility of the Chapter 622/Title IX Coordinator.

This document provides for a full-scale evaluation, as well as for the annual reviews to follow. The latter should include documentation of yearly requirements, a description of in-service training for new staff on Chapter 622 issues, a report of progress on problems previously identified, and a listing of any new problems, along with plans for their remediation. Both the full evaluation and the annual reviews are to be kept on file in the superintendent's office.

Together, they should be a usable tool, which makes clear exactly where the school system is in its Chapter 622 compliance, and acts as an ongoing stimulus to implementation of the spirit, as well as the letter, of laws which protect every student's right to equal educational opportunity.



## DIRECTIONS

The self-assessment instrument is divided into subject areas which closely parallel those in the Chapter 622 regulations.

- . Some questions may be answered with a simple check mark, assuring full compliance.
- . Others marked "full compliance" require a description of compliance efforts already made.
- . For all items marked "less than full compliance", use the forms which follow each section. (These will be one basis for your annual reviews to follow in subsequent years).
- . At the end of each section, record the names and positions of staff involved, and check off documentation you have attached.

All these pages may, of course, be reproduced and given out to appropriate staff. The intention, then, is for maximum staff involvement, which becomes a kind of in-service in itself.

Throughout the assessment process, three publications previously provided should prove helpful: the orange Chapter 622: A Guide for Administrators (especially Chapter II); the white booklet, Title IX and Chapter 622: Compliance Guidelines for Public Schools; and, most basically, the blue covered Chapter 622 Regulations themselves.

## SCHOOL ADMISSIONS

This regulation, which governs admission to all public schools in the Commonwealth, applies also to the assignment of students to all special programs which may move them out of their local schools, as well as to their admission into vocational-technical, or other selective high schools.

	Full Compliance	Less than Full Compliance
1. Are students admitted to all public schools in the district without regard to race, sex, color, religion, national origin, or limited English speaking ability?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Are the criteria for admissions fully and clearly publicized?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Do recruitment materials for selective schools in the district make it clear that admission is open to all students?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Do illustrations in recruitment materials show students of both sexes and of minority groups participating in the whole spectrum of programs offered?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. Do any prerequisites for admission include completion of programs previously limited to one sex or which, for whatever reasons, have excluded students on the basis of race, color, religion, national origin, or limited English speaking ability?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Have special efforts been undertaken to notify and recruit members of the sex or minority group previously limited or currently underrepresented in admission to any secondary school? Describe below.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Documentation attached:

1. Sample of publicity for recruitment to selective schools. ☒
2. Data on participation by sex and minority group membership including students of limited English-speaking ability in selective schools and programs. ☒
3. Other \_\_\_\_\_ ☒

SCHOOL ADMISSIONS (cont'd)

Staff involved in  
Self-assessment:

Names

Positions

Describe Compliance Efforts.



FORM A

CHAPTER 622 SELF-ASSESSMENT

DATE: \_\_\_\_\_

Compliance Area \_\_\_\_\_

PROBLEM

PLANS FOR CHANGE

PERSON(S)  
RESPONSIBLE

TIMETABLE



## ADMISSIONS TO COURSES

Some topics in this section will reappear under Guidance and Curriculum. Here, they are concerned with the school committee's and superintendent's responsibility for policy making and evaluation of implementation.

	Full Compliance	Less than Full Compliance
1. Are all courses of study, including industrial arts, home economics, health, and typing, conducted for or required of students without regard to gender?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are students scheduled into all classes, including physical education, without regard to gender?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do student information booklets make it clear that all courses are open to all students?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are students of limited English-speaking ability provided with appropriate bilingual instruction or other supportive services to ensure their equal rights of access to all programs? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>

### Documentation attached:

- |   |                          |
|---|--------------------------|
| 1. Data showing participation of males, females, and minority group members, including students of limited English-speaking ability, in elective occupational courses, advanced math and science courses, and honors courses. | <input type="checkbox"/> |
| 2. Others _____   | <input type="checkbox"/> |

Staff involved in  
Self-Assessment:

Names

Positions

ADMISSIONS TO COURSES (cont'd)

Describe Compliance Efforts

FORM A

# CHAPTER 622 SELF-ASSESSMENT

## Compliance Area

DATE: \_\_\_\_\_

## PROBLEM

## PLANS FOR CHANGE

PERSON(S)  
RESPONSIBLE

TIMETABLE





## GUIDANCE

Guidance counselors, with their responsibility for scheduling, testing, and career and college advising, are a major influence on student decision making. In addition, they are likely to have one-to-one relationships with students (and parents) for whom problems due to bias and stereotyping arise. Their awareness and understanding of Chapter 622 issues is of primary importance.

	Full Compliance	Less than Full Compliance
1. Have all guidance staff had in-service training which enables them to recognize bias and stereotyping: in their own guidance practices; in guidance and career materials; in tests; and in the assignment to tracks, special programs, or selective schools? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
2. Are all students encouraged to consider seriously all programs of study, courses, extra-curricular activities, educational and occupational opportunities on the basis of their individual interests, abilities, and skills rather than on the basis of sex, race, color, religion, or national origin? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
3. Do counselors support and encourage students interested in choosing non-traditional courses? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
4. Are all counselors actively supportive of students enrolled in non-traditional courses? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
5. Has the drop-out rate from schools and from all sequential programs been analyzed according to race, sex, color, religion, national origin, and limited English-speaking ability?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have all tests administered, for whatever purpose, been reviewed for sex-role stereotyping and cultural bias?	<input type="checkbox"/>	<input type="checkbox"/>
7. If tests in general use contain known bias and stereotyping for certain classes of students, are other measuring instruments being substituted for those classes of students?	<input type="checkbox"/>	<input type="checkbox"/>

# GUIDANCE (cont'd)

	Full Compliance	Less than Full Compliance
8. Have all materials in the guidance office been reviewed to assure that they make clear to students, in writing and pictorially, that all options are open to them, regardless of race, color, sex, religion, or national origin?	<input type="checkbox"/>	<input type="checkbox"/>
9. If materials in use contain stereotyping, do guidance counselors take steps to counteract it? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
10. For career or college day programs, are visiting speakers advised that their presentation and materials must be free of sex-role and minority group stereotyping?	<input type="checkbox"/>	<input type="checkbox"/>
11. Are all limited English-speaking students given continuous K-12 support, including guidance and, if required, testing in their primary language? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>

## Documentation attached:

1. Employer recruitment statement ☐
2. Data on drop-out rate, by race, sex, color, national origin and limited English-speaking ability. ☐
3. Other \_\_\_\_\_ ☐

Staff involved in  
Self-assessment

Names

Positions

GUIDANCE (cont'd)

Describe Compliance Efforts





CHAPTER 622 SELF-ASSESSMENT

DATE: \_\_\_\_\_

Compliance Area \_\_\_\_\_

PROBLEM	PLANS FOR CHANGE	PERSON(S) RESPONSIBLE	TIMETABLE
---------	------------------	--------------------------	-----------



## CURRICULUM

From kindergarten on, the climate created by classroom teachers and the materials students work with and see all around them, have an immeasurable effect.

	Full Compliance	Less than Full Compliance
1. Does the curriculum as a whole present in fair perspective the culture, history, activities and contributions of persons and groups of different races, nationalities, sexes and colors? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
2. Have all classroom teachers had in-service training which enables them to recognize bias and stereotyping: in their own teaching practices; in curriculum materials; in tests, for whatever purpose administered? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
3. Has a process been established to review curriculum materials for sex-role and minority group stereotyping. Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
4. Throughout the schools, are there classroom activities, discussions, and supplementary materials used to help counteract stereotyping where it exists? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
5. Are all materials being considered for purchase reviewed for sex-role and minority-group stereotyping?	<input type="checkbox"/>	<input type="checkbox"/>
6. If there is ability-grouping, is care taken that students may move flexibly from group to group when their work warrants it, without regard to race, sex, color, religion, national origin, or limited English-speaking ability?	<input type="checkbox"/>	<input type="checkbox"/>
7. Are students of limited English-speaking ability given the support they need to bring them toward full participation in the regular school program?	<input type="checkbox"/>	<input type="checkbox"/>
8. Are students enrolled in non-traditional elective subjects (boys in sewing, or girls in metal shop) encouraged to continue into advanced work?	<input type="checkbox"/>	<input type="checkbox"/>

CURRICULUM (cont'd)

	Full Compliance	Less than Full Compliance
9. Have the curricula of courses formerly limited to one sex, including Physical Education, been changed to accommodate the needs and interests of both male and female students? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
10. If there is grouping within Physical Education classes, is it done solely according to skill level and ability, except where the regulations otherwise allow? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
11. Has the school curriculum been modified to include materials and activities which increase understanding of the problems of bias and stereotyping and the need for their solution? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>

Documentation attached:

- |  |                          |
|--|--------------------------|
| 1. Forms for curriculum materials review               | <input type="checkbox"/> |
| 2. Copy of textbook purchase form                      | <input type="checkbox"/> |
| 3. Criteria for ability grouping in Physical Education | <input type="checkbox"/> |
| 4. Other: _____  | <input type="checkbox"/> |

Staff Involved in  
Self-Assessment:

Names

Positions

CURRICULUM (cont'd)

Describe Compliance Efforts (use extra sheets as needed)





# CHAPTER 622 SELF-ASSESSMENT

## Compliance Area

## PROBLEM

## PLANS FOR CHANGE

PERSON(S)  
RESPONSIBLE

# TIMETABLE



## EXTRA-CURRICULAR ACTIVITIES

It is important that all extra-curricular activities in music, art, student government, club, etc., as well as athletics, be truly open to all students. Because extra-curricular activities are voluntary, subtle or unintended bias may be overlooked. Faculty advisors and coaches may find that they need to help increase students' awareness of their behavior toward others, as well as of the self-stereotyping which may put limits on their own options.

	Full Compliance	Less than Full Compliance
1. Except for sex-separate teams in sports, for which both male and female teams are provided, and choruses for which vocal range is a criterion, are all extra-curricular activities open to all students without regard to race, sex, color, religion, national origin, or limited English-speaking ability?	<input type="checkbox"/>	<input type="checkbox"/>
2. Has participation in extra-curricula activities been assessed to determine if any groups is markedly under - represented in any activity?	<input type="checkbox"/>	<input type="checkbox"/>
3. If there is an activity in which any group is markedly underrepresented, have active efforts been made to modify it and to stimulate wider participation? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
4. Has student interest been considered in developing programs, including extra-curricular athletics? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
5. Have modifications in the athletic program taken into account male, female, and ethnic student interests? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
6. Does each school within the system provide equal opportunity for male and female students to participate in intramural and interscholastic sports as measured by:		
a. budgetary allocations	<input type="checkbox"/>	<input type="checkbox"/>
b. number of males and females participating	<input type="checkbox"/>	<input type="checkbox"/>
c. number and nature of activities offered	<input type="checkbox"/>	<input type="checkbox"/>

EXTRA-CURRICULAR ACTIVITIES (cont'd).

	Full Compliance	Less than Full Compliance
d. equipment, supplies, and uniforms	<input type="checkbox"/>	<input type="checkbox"/>
e. levels of competition	<input type="checkbox"/>	<input type="checkbox"/>
f. access to facilities and practice time	<input type="checkbox"/>	<input type="checkbox"/>
g. access to prime competition time	<input type="checkbox"/>	<input type="checkbox"/>
h. coaching and instruction	<input type="checkbox"/>	<input type="checkbox"/>
i. travel opportunities	<input type="checkbox"/>	<input type="checkbox"/>
j. services (medical, insurance, publicity, scouting, audio-visual, administrative, and clerical)	<input type="checkbox"/>	<input type="checkbox"/>
k. awards and banquets	<input type="checkbox"/>	<input type="checkbox"/>

Documentation attached:

1. Document question #6 fully, a-k inclusive.
2. Other: \_\_\_\_\_

Staff involved in  
Self-assessment:

Names

Positions



EXTRA-CURRICULAR ACTIVITIES (cont'd).

Describe Compliance Efforts (Use additional sheets as needed)



CHAPTER 622 SELF-ASSESSMENT

DATE: \_\_\_\_\_

Compliance Area \_\_\_\_\_

PROBLEM	PLANS FOR CHANGE	PERSON(S) RESPONSIBLE	TIMETABLE
---------	------------------	--------------------------	-----------



## FACILITIES

School facilities must be equally available to all students, and the location of them must not act to exclude students from any school program.

	Full Compliance	Less than Full Compliance
1. Does each school provide comparable and equally accessible locker room, toilet, and shower facilities for males and females?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are all other facilities open and equally available to members of both sexes?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are those responsible for planning school building and renovations aware of the requirements of Chapter 622 in the area of construction of new facilities, renovations, and additions?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the office of the Athletic and/or Physical Education director accessible for both male and female students?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are restrooms available for both genders in home economic and shop areas?	<input type="checkbox"/>	<input type="checkbox"/>

Documentation attached:

☐

Staff Involved in:  
Self-assessment

Names

Positions

FACILITIES (cont'd)

Describe Compliance Efforts (use additional sheets as needed)

FORM A

DATE: \_\_\_\_\_

CHAPTER 622 SELF-ASSESSMENT

Compliance Area \_\_\_\_\_

PROBLEM

PLANS FOR CHANGE

PERSON(S)  
RESPONSIBLE

TIMETABLE





## ACTIVE EFFORTS

Final responsibility for implementation of Chapter 622 rests with the superintendent and the school committee. This section assesses their efforts to fulfill that responsibility.

	<u>Full Compliance</u>	<u>Less than Full Compliance</u>
1. Has the school committee been informed about and involved in Chapter 622 and its implementation? Describe below:	<input type="checkbox"/>	<input type="checkbox"/>
2. Has the school committee made policies and altered budget allocations in order to promote the implementation of Chapter 622? Describe below:	<input type="checkbox"/>	<input type="checkbox"/>
3. Has the entire staff, including para-professionals and support staff, received in-service training on Chapter 622 issues? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
4. Have mandatory as well as voluntary workshops been held for staff on Chapter 622 issues? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
5. Have efforts been made to assure that women and minority group members serve in a variety of jobs and in policy-making functions? Describe.	<input type="checkbox"/>	<input type="checkbox"/>
6. Have new programs under consideration been evaluated for their impact on equal educational opportunity? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
7. Have disciplinary practices (e.g. detentions, demerits, suspensions) been assessed for disproportionate representation of students on the basis of race, sex, color, national origin and limited English-speaking ability?	<input type="checkbox"/>	<input type="checkbox"/>
8. If there is disproportionate representation, have measures been taken to assure that it is not because of bias or stereotyping? Describe below.	<input type="checkbox"/>	<input type="checkbox"/>
9. Have annual notifications of the existence of Chapter 622 and its implications been made?	<input type="checkbox"/>	<input type="checkbox"/>
a. To parents	<input type="checkbox"/>	<input type="checkbox"/>
b. To the community	<input type="checkbox"/>	<input type="checkbox"/>
c. To students	<input type="checkbox"/>	<input type="checkbox"/>
d. Translated, when necessary	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVE EFFORTS (cont'd)

	<u>Full Compliance</u>	<u>Less Than Full Compliance</u>
10. Are all contributions for school activities and monetary awards and scholarships sponsored or administered by the schools free of restrictions based on race, sex, color, religion, and national origin?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do all persons who are allowed to recruit students for employment, including for the armed services, sign a statement that they do not discriminate on the basis of race, sex, color, religion, or national origin?	<input type="checkbox"/>	<input type="checkbox"/>

Documentation Attached:

- |  |                          |
|--|--------------------------|
| 1. Annual notification and samples of publicity  | <input type="checkbox"/> |
| 2. List of contributions, awards, and scholarships made after June 24, 1975.                             | <input type="checkbox"/> |
| 3. Employer recruitment statement.   | <input type="checkbox"/> |
| 4. Numbers of women and minority group members serving in administrative leadership roles, (list roles). | <input type="checkbox"/> |
| 5. Participation in voluntary in-service training  | <input type="checkbox"/> |
| 6. Discipline code.  | <input type="checkbox"/> |
| 7. Data on suspensions by race, sex and national origin  | <input type="checkbox"/> |
| 8. Other _____   | <input type="checkbox"/> |

Staff Involved in Self-Assessment:

Names

Positions

ACTIVE EFFORTS (cont'd)

Describe Compliance Effort (use additional sheets as needed).



FORM A

CHAPTER 622 SELF-ASSESSMENT

DATE: \_\_\_\_\_

Compliance Area \_\_\_\_\_

PROBLEM

PLANS FOR CHANGE

PERSON(S)  
RESPONSIBLE

TIMETABLE





\* \* \* \* \*  
THE YEARLY PROCESS  
\* \* \* \* \*

The K-12 evaluation is a continuing *annual* responsibility, but it can usually be fulfilled with a careful review of the original full-scale evaluation, plus this accompanying update. Circumstances may necessitate repetition of some or all of the full process--a change of superintendents, staff turnover, or the addition of a new student population.

Ideally the annual review, as outlined in this section, should be completed by the end of October. It is assumed that the yearly process will be an active one, with involvement of staff, especially in the areas where problems may have arisen.

## THE YEARLY PROCESS

The following items should be included and kept on file with your full-scale evaluation:

- I. Annual notifications and publicizing of Chapter 622.  
Attach current dated documentation
  - a. for parents
  - b. for students
  - c. for community.
- II. Specific description of Chapter 622 in-service training for new staff.
- III. Report on review of new materials considered for purchase.
- IV. Report on progress toward solutions of problems previously identified. Use Form B.
- V. Identification of new problems and plans for their solution. Use Form A.
- VI. Record of staff involvement.

Compliance Area \_\_\_\_\_

<u>PROBLEM PREVIOUSLY IDENTIFIED</u>	<u>ACTION STEPS TAKEN, WITH DATE</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>PLANS FOR FURTHER CHANGE</u>	<u>TIMETABLE</u>



APPENDIX

SAMPLE FORMS AND OTHER AIDS FOR IMPLEMENTATION



## SAMPLE NOTIFICATION

Dear Parents, Students, and Employees:

Two important pieces of legislation affecting the public schools have been implemented at the federal and the state levels respectively. Title IX of the Educational Amendments of 1972, the federal law, prohibits discrimination in schools on the basis of sex. Chapter 622 of the General Laws, Acts of 1971, the state law, prohibits discrimination in schools on the basis of race, color, sex, religion or national origin. These laws are somewhat different in scope and coverage and are therefore explained separately below.

### TITLE IX

The governing regulations of Title IX--effective July, 1975--cover all aspects of sex discrimination in schools with regard to admissions, treatment of students and employment. Specifically, Title IX states:

No persons in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving Federal financial assistance.

Copies of Title IX may be obtained from the Office for Civil Rights, Region I, 140 Federal Street, Boston, Massachusetts 02110; (617) 223-6397.

### CHAPTER 622

Chapter 622 is referred to as "An Act to Prohibit Discrimination in the Public Schools." The law reads as follows:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin.

This law makes it clear that all aspects of public school education must be fully open and available to members of both sexes and of minority groups. No school may exclude a child from any course, activity, service, facility, or resource available in that public school on account of race, color, sex, religion or national origin of such child.

On June 24, 1975, the State Board of Education approved regulations for Chapter 622. These regulations address five areas of school policy: School admissions, admission to courses of study, guidance, and extra-curricular and athletic activities. They also provide for a complaint procedure and assure the private right of enforcement.

Copies of the law and the regulations can be obtained from the Bureau of Equal Educational Opportunity, 31 St. James Avenue, Boston, Massachusetts 02116 (727-5880).

The \_\_\_\_\_ School Committee supports Title IX and Chapter 622 and its policy is not to discriminate either in employment or in educational programs and activities on the basis of race, color, sex, religion, or national origin.

Upon the recommendation of Superintendent \_\_\_\_\_, the School Committee has appointed me to coordinate the efforts in the schools to ensure compliance with these laws. If you have any questions or concerns about Title IX or Chapter 622, I encourage you to contact your local principal or me. I may be reached at the following location: (Include address and phone number)

Sincerely yours,

Chapter 622/Title IX Coordinator



SAMPLE CURRICULUM EVALUATION FORM

Chapter 622: Curriculum Evaluation Form

This form is to be used in accordance with the provisions of Chapter 622 of the General Laws which state that all curriculum materials used in the public schools of Massachusetts must be without discrimination in their presentation in the following areas: sex, race, religion. Presentation of peoples in the above categories should be balanced and varied relative to all social projections. Specific suggestions to aid in the analysis and evaluation of curriculum accompany this form.

Department: \_\_\_\_\_ Circle Category: Book Magazine Film  
Filmstrip Tape Other

Title \_\_\_\_\_ Source \_\_\_\_\_ Pub. date \_\_\_\_\_

Language: Sex \_\_\_\_\_ Race \_\_\_\_\_ Religion \_\_\_\_\_

Reference: \_\_\_\_\_ Comments: \_\_\_\_\_ Affirmative Action: \_\_\_\_\_

Illustrations:

Sex \_\_\_\_\_

Race \_\_\_\_\_ Religion \_\_\_\_\_

Reference:

Comments:

Affirmative Action:

Overview of tone:

Sex \_\_\_\_\_ Race \_\_\_\_\_ Religion \_\_\_\_\_

Reference:

Comments:

Affirmative Action:

Evaluator: \_\_\_\_\_ Dept.Chairman \_\_\_\_\_ Date \_\_\_\_\_

SAMPLE TEXTBOOK PURCHASE FORM

Instructional and Educational Material Recommendation and Approval Form

Name of System or School \_\_\_\_\_

New Instructional and/or Educational Material Recommended (Please use separate form for each item being recommended)

TITLE:

PRICE PER UNIT:

AUTHOR:

NUMBER REQUESTED:

PUBLISHER:

COPYRIGHT DATE:

IMPLEMENTATION DATE REQUESTED:

TOTAL COST OF THIS  
INITIAL REQUEST:

COURSE OF PROGRAM FOR WHICH ITEM  
IS RECOMMENDED:

GRADE LEVEL COURSE IS TAUGHT:

---

Present Item in Use in This Course or Program

TITLE:

AUTHOR:

PUBLISHER:

COPYRIGHT DATE:

REASON FOR RECOMMENDING DISCONTINUANCE:

---

Reasons for Selection of This New Item (Include comments on the appropriateness of the level of the item in relation to the group or program for which its use is intended.)

---

IMPORTANT NOTICE: Chapter 622 requires that all instructional materials be screened to ensure they present non-stereotyped and non-detrimental characterizations of minority groups and both sexes. My signature below, as the person(s) recommending this item, certifies that Chapter 622 requirements have been carefully considered throughout this selection process. (Refer to "A Guide for the Evaluation of Instructional Materials under Chapter 622," Department of Education.)

---

Date

SIGNATURES \_\_\_\_\_

Recommended: \_\_\_\_\_

---

SCHOOL COMMITTEE: Date Considered \_\_\_\_\_ Approved \_\_\_\_\_ Rejected \_\_\_\_\_



### TEN QUESTIONS FOR TEACHERS

1. How, specifically, have you modified or enriched your curriculum and classroom practices to increase awareness of bias and stereotyped thinking, and of the need to eliminate them?
2. If you have had minority students in your class, what kinds of things have you done to insure their acceptance by the whole group?
3. In what ways have you examined your own attitudes concerning gender and ethnicity?
4. Who does which chores in your classroom?
5. Are there any instances in which boys and girls do not have equal access to space, equipment, or facilities? (during recess? extra-curricular activities?)
6. Can you think of cases in your school of discipline, or attitudes about discipline and behavior varying on the basis of sex?
7. How do your students express their feelings about "differentness" in their classmates, or as portrayed in instructional materials?
8. What would you do if a student speaks derogatorily about others or behaves in an unkindly way toward them because of their sex, race, color, creed or national origin?
9. Specifically, what process have you used to evaluate books and other materials for sex-role and minority-group stereo-typing?
10. If you think your school climate needs improvement on chapter 622-related issues, what changes would you suggest?



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